



The Standard for Full Registration

Secondary Education - Interim Profile

Personal Details

Name

Deirdre Distar

Registration No.

School

Local Authority

Supporter

Headteacher

Progress

Recommendation:

Satisfactory Progress ☐

Unsatisfactory Progress for the following reason(s):

- Competence ☐ - Health ☐

I recommend progress as above:

Headteacher Signature

Date

Supporter Signature

Date



I have read and received a copy of this Interim Profile.

Teacher Signature

Date

Professional Knowledge and Understanding

Name

Deirdre Distar

Reg No

Curriculum

- have detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum
- have sufficient knowledge and understanding to fulfil their responsibilities for literacy and numeracy, personal, social and health education; and ICT. (As appropriate to the sector and stage of development.)
- understand the nature of the curriculum and its development
- have sufficient knowledge and understanding to meet their responsibilities to teach cross-curricular aspects

Deirdre has a good knowledge of aspects of the biology curriculum and copes well in classes when the content is in her main subject area. She is finding some of the general science input much more difficult. She would benefit from more background knowledge and experience in earth science and energy and forces. She has not yet addressed issues such as literacy and numeracy in any detail. She would benefit from using a wider range of resources e.g. web based material.

Education Systems and Professional Responsibilities

- have a broad, critical understanding of the principal features of the education system, educational policy and practice, and of their part in it
- have detailed working knowledge of their sector, of the school(s) in which they teach, and of their professional responsibilities within them

Deirdre is beginning to understand the need to adhere carefully to school procedures and is now recognising that failure on her part to do this has an effect on pupils and colleagues. She is now liaising more fully with the principal teacher and with technical support staff to ensure that resources are identified in good time so that effective early planning and preparation can take place. Her knowledge of the full range of policy documents is at present limited.

Principles and Perspectives

- can articulate their professional values and practices and relate them to theoretical principles and perspectives
- have research-based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general

Deirdre has been reluctant to engage in professional dialogue and has not been as prepared as she could have been for meetings with her mentor. She has found it difficult to take on the responsibility for setting and contributing to an agenda for meetings. The mentor has actively searched out reading materials and resources to help take discussion and practice forward.

Professional Value and Personal Commitment

- should show in their day-to-day practice a commitment to social justice and inclusion
- take responsibility for their professional learning and development
- value, respect and are active partners in the communities in which they work

Deirdre is punctual and appears to be diligent. However, she has been reluctant to show initiative and to take responsibility for her own professional development. This is now being addressed and together Deirdre and her mentor are working hard to provide additional ways in which help and support can be provided e.g. structured recording format for self evaluation and an agenda proforma for mentor/mentee meetings.

Professional Skills and Abilities

Name

Deirdre Distar

Reg No

Teaching and Learning

are able to plan coherent and progressive teaching programmes which match their pupils' needs and abilities, and they can justify what they teach

communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively

use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their pupils

set and maintain expectations and pace of work for all pupils

work co-operatively with other professionals and adults

Deirdre is able to plan coherent programmes for pupils in standard and intermediate biology. She has required support in planning for general science input to S1 and S2. Her communication lacks confidence and verve. Pupils would respond more enthusiastically if lessons were delivered with more pace and if the communication style was more dynamic. More detailed planning of the teaching strategies would perhaps aid confidence and communication.

Classroom Organisation and Management

organise and manage classes and resources to achieve safe, orderly and purposeful activity

manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary

Deirdre has been receptive to the support offered in order to improve the management for resources. Behaviour management has been an area of some concern, this is partly due to difficulties in pace of delivery. Deirdre is aware of the school's policy on positive behaviour management and has been given the opportunity of observing colleagues put the policy into practice. Deirdre needs to be more assertive and consistent when managing behaviour. When sanctions are required she needs to implement them in line with school policy.

Assessment of Pupils

understand and apply the principles of assessment, recording and reporting

use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach

Deirdre has been very diligent in establishing thorough recording mechanisms. She is working hard to ensure sufficient content is covered in the time available. Deirdre is to work with a colleague in the department in order to gain support in the early stages of pupil report writing. She will also observe a parents' evening event prior to taking on this responsibility herself.

Professional Reflection and Communication

learn from their experience of practice and from critical evaluation of relevant literature in their professional development

convey an understanding of practice and general educational matters in their professional dialogue and communication

reflect on and act to improve their own professional practice, contribute to their own professional development, and engage in the process of curriculum development

After a difficult beginning Deirdre is beginning to feel more confident in aspects of her role. She is now becoming more able to share her concerns and to accept support and advice. Additional support has been put in place and Deirdre is undoubtedly benefiting from more discussion and collaboration with colleagues. She appears much less isolated. These factors are helping her to reflect more constructively on her progress.

Professional Development Action Plan (To be completed by the Headteacher in discussion with the Probationer Teacher)
(Comments should indicate targets for continuing professional and personal development and the action to be taken)

Professional Knowledge and Understanding

Name

Deirdre Distar

Reg No

Agreed Targets

To increase subject knowledge in relation to S1 and S2 general science.

To improve effectiveness of mentor meetings and to help Deirdre take responsibility for the content of the meetings.

Action

During December Deirdre will use resources and materials provided by the principal teacher in order to familiarise herself with key topic areas to be taught in Jan/Feb 2005.

Deirdre to prepare an agenda for mentor meetings and issue hard copy to mentor 2 days prior to each meeting.

Jan – March 2005

Professional Skills and Abilities

Agreed Targets

To improve oral communication.

To improve pacing of lessons using whole class, small groups and individual teaching appropriately.

To be more assertive and consistent when managing behaviour.

Action

To access support from drama teacher about voice production and pace. Jan 2005

To work with mentor to monitor use of group strategies and pacing of lessons. Jan 2005

Deirdre to monitor her behaviour management strategies and to discuss outcomes with mentor. Dec 2004

Professional Values and Personal Commitment

Agreed Targets

To address the full range of standards prior to March 2005.

Action

Deirdre to identify strengths and priorities in terms of the full range of standards prior to Jan 2005.

Jan 2005 to plan a calendar for addressing the wider range of standards for period Jan – March 2005.

Teacher Signature

Headteacher Signature